



Recruitment and Retention of Teachers in Missouri Public Schools

A Report to the Missouri General Assembly

December 2023

2023 UPDATE
RECRUITMENT AND RETENTION OF TEACHERS IN MISSOURI PUBLIC SCHOOLS
A REPORT TO THE MISSOURI GENERAL ASSEMBLY

Introduction

James Coleman, a Johns Hopkins's sociologist, issued the Equality of Educational Opportunity report over 50 years ago before educational research was common. It contained two key findings related to teacher quality:

- The “quality of teachers shows a stronger relationship than school facilities and curricula to pupil achievement.”
- The “effect of good teachers is greatest upon the children who suffer educational disadvantages most.”

Numerous researchers since then have come to the same conclusion: teacher quality is the most important school-related variable. The creation of this annual report on Missouri's teacher workforce acknowledges the critical role teachers have in student success.

This report is based upon data from several key sources, including:

- teacher preparation program enrollment and certification data;¹
- teacher demographic data;
- age and experience of teachers; and
- teacher recruitment and teacher retention data.

Summary of key teacher workforce demographic data for 2022-23

Note: Irregularities in the trajectory of the data beginning in 2020-21 could be due to the impacts of the pandemic on the educator preparation program (EPP) enrollment and teacher workforce, as well as data reporting by EPPs and public school districts.

Race/Ethnicity

- The total number of Missouri teachers increased by 0.5 percent from 71,713 in 2021-22 to 72,082 in 2022-23.
- The percentage of Missouri teachers who are non-white increased from 7.1 percent in 2021-22 to 7.9 percent in 2022-23.

Experience

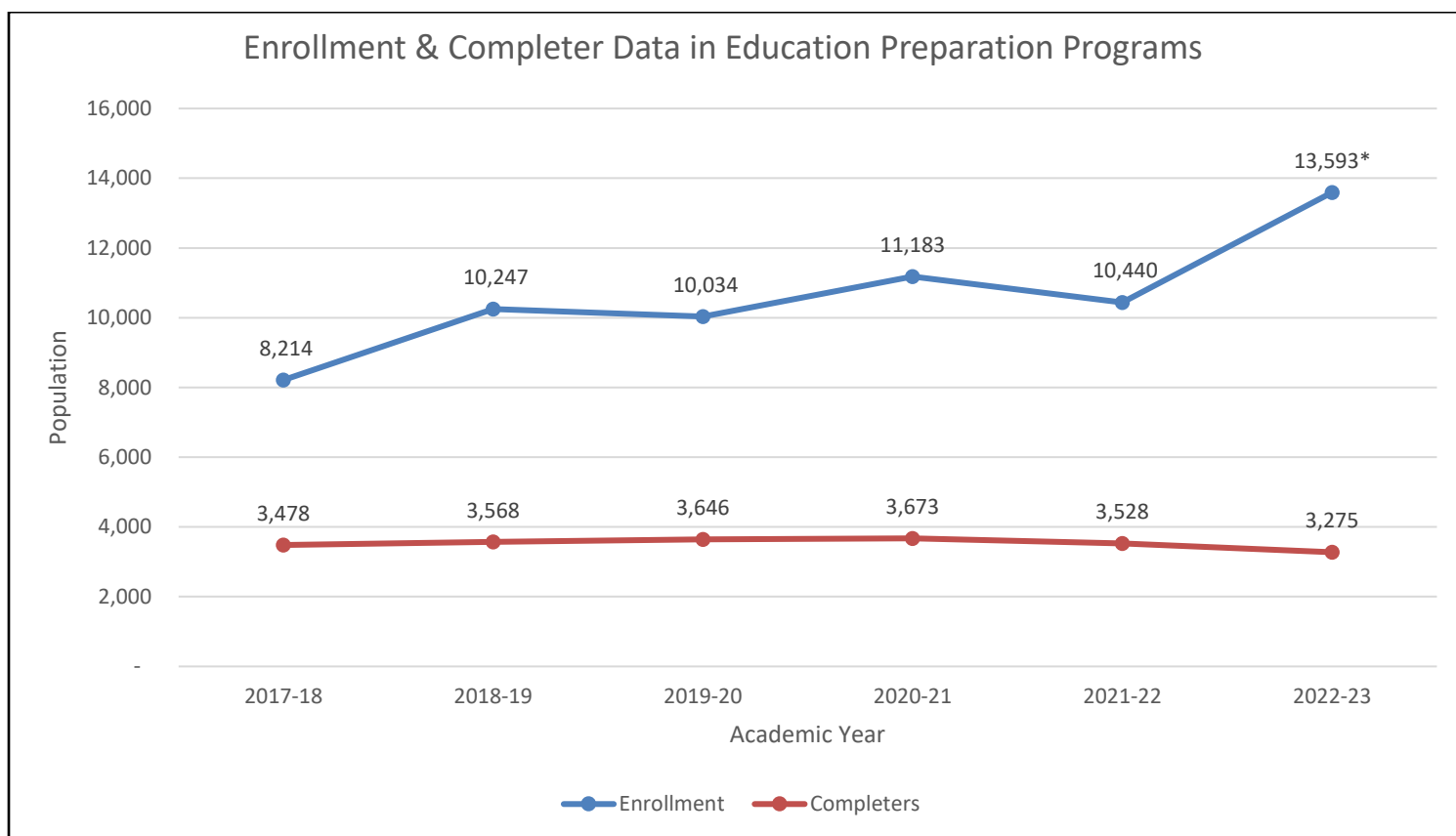
- Missouri teachers with 10 or fewer years of experience represented 47.5 percent of all teachers.
- Missouri teachers with five or fewer years of experience represented 27.4 percent of all teachers.

Teacher Workforce Dynamics

- The percentage of district new hires who are first-year Missouri teachers decreased from 54.6 percent in 2021-22 to 52.3 percent in 2022-23.

¹ In an effort to increase the accuracy of data on the number of students enrolled in teacher preparation programs, DESE began collecting this data in the fall of 2023. Previously, data from Title II reporting was used for this purpose. Because this new process includes all current enrollees, instead of the more limited number required by Title II, the change resulted in stark increase in the number of enrolled candidates.

Enrollment & Completers in EPPs from 2017-18 to 2022-23

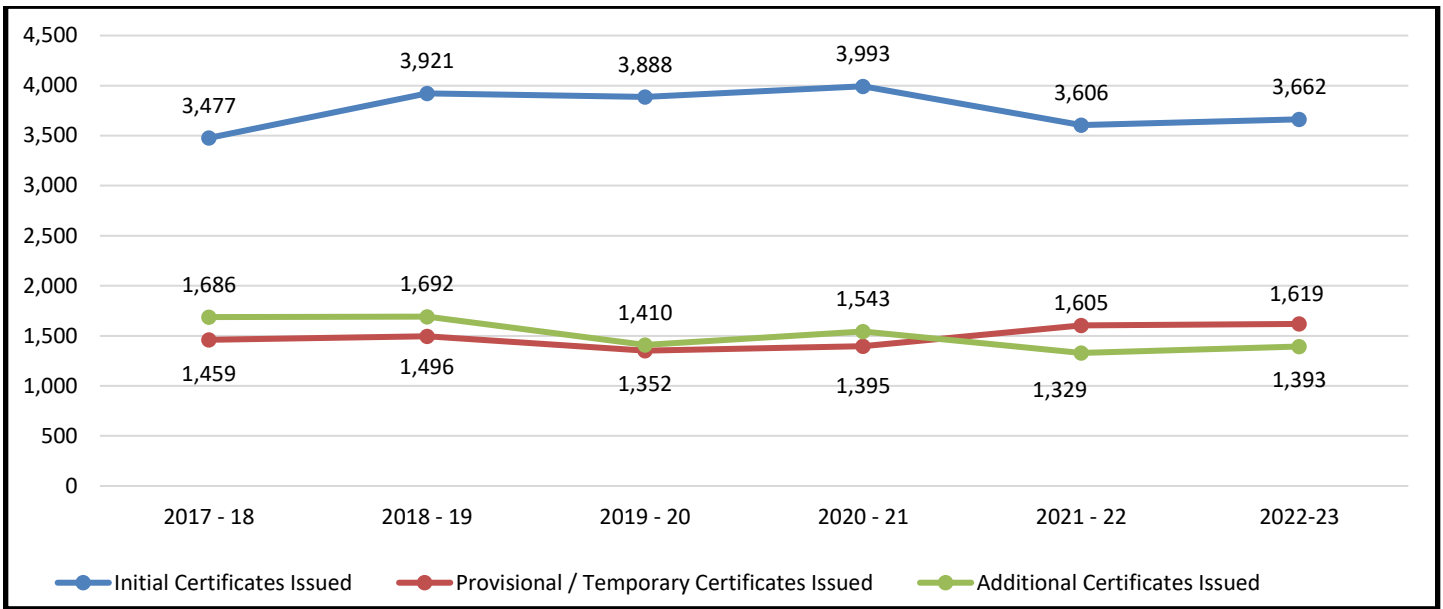


EPP Enrollment/Completers from 2017-18 to 2022-23²

School Year	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Enrollment	8,214	10,247	10,034	11,183	10,440	13,593
Completers	3,478	3,568	3,646	3,673	3,528	3,275

² Information from State Title II Report & Data from the State Annual Performance Report. As noted in Footnote 1 (p. 2), the manner in which enrolment data is collected changed in 2023, resulting in a significant rise in the number of reported enrolled students.

Teacher Certificates Issued from 2017-18 to 2022-23



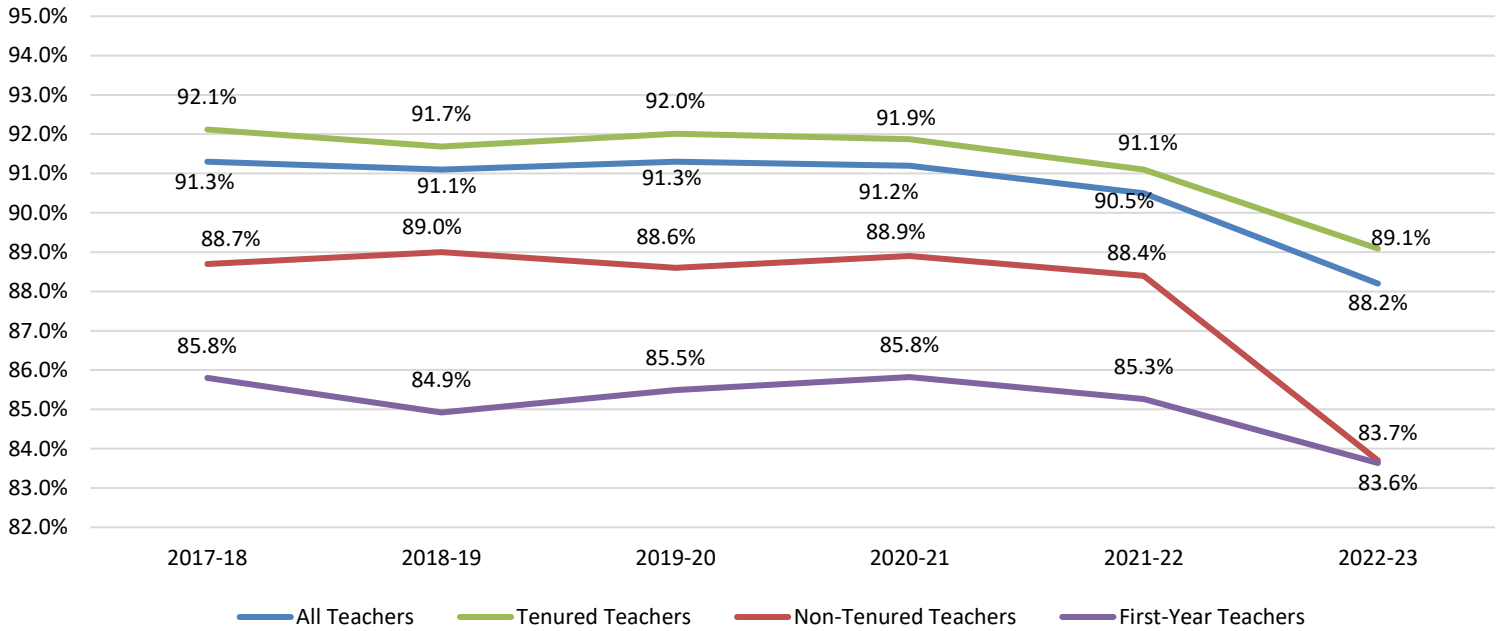
Teachers Certificates Issued from 2017-18 to 2022-23³

School Year	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Initial Certificates Issued	3,477	3,921	3,888	3,893	3,606	3,662
Provisional/Temporary Certificates Issued	1,459	1,496	1,352	1,395	1,605	1,619
Additional Certificates Issued	1,686	1,692	1,410	1,543	1,329	1,393

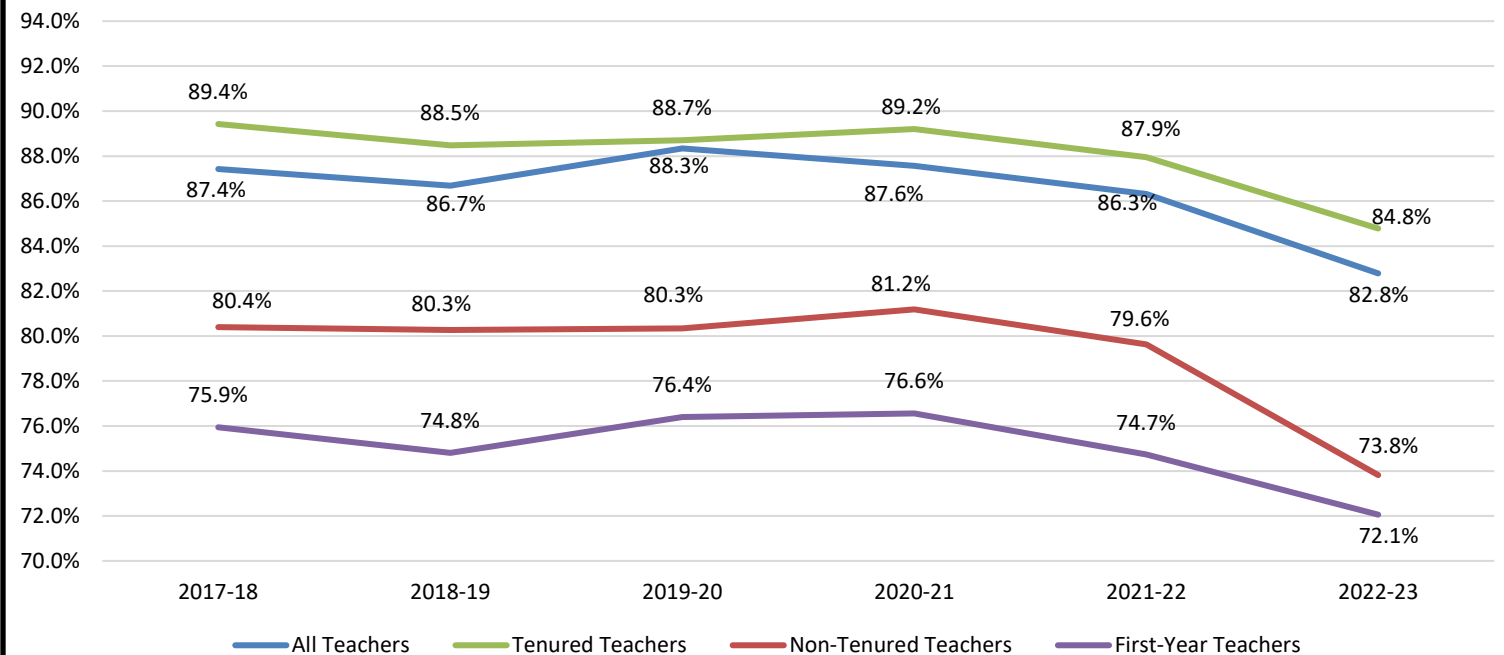
³ Information for this chart is from Missouri Educator Certification.

Retention Rates⁴

In-Profession Teacher Retention in Missouri Public Schools

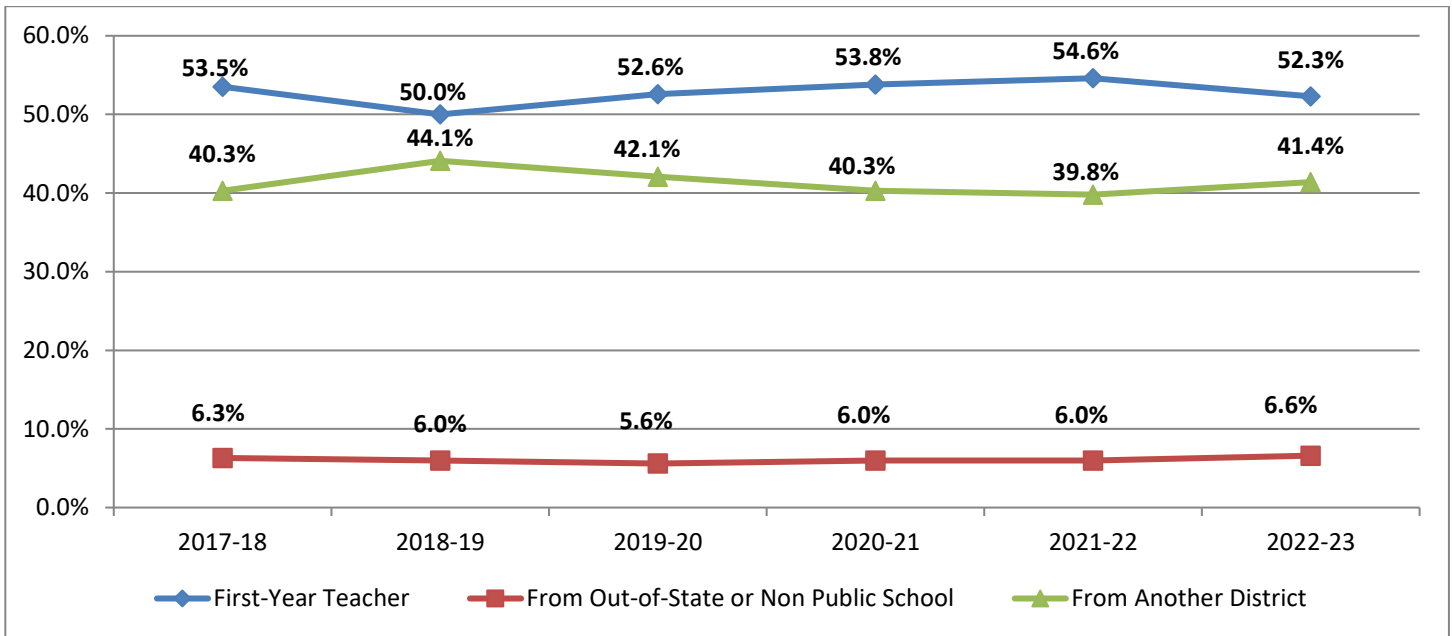


In-District Teacher Retention in Missouri Public Schools



⁴ **In-Profession** Teacher Retention refers to a teacher that remains a teacher in a Missouri public/charter school from one year to the next regardless of district. **In-District** Teacher Retention refers to a teacher that remains a teacher in the same district from one year to the next.

District New Hires from 2017-18 to 2022-23

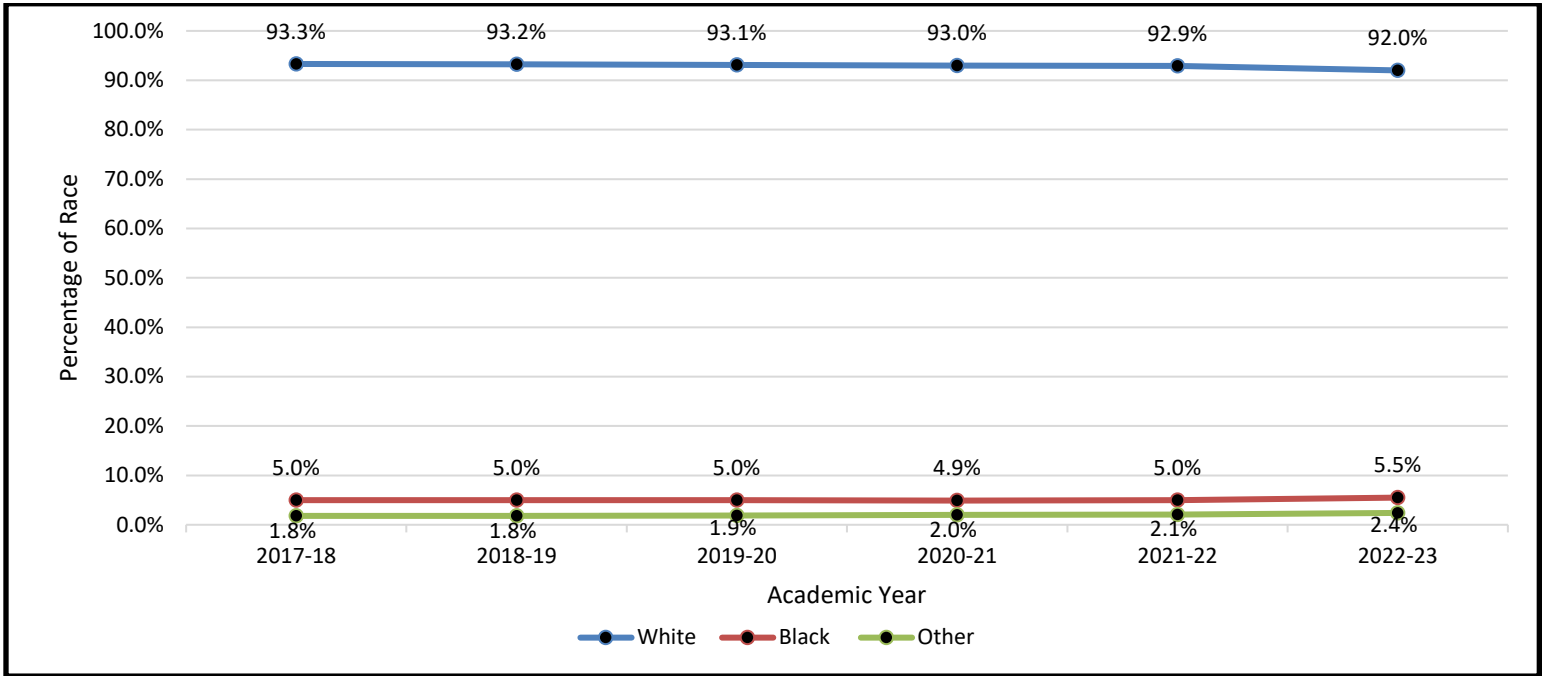


District New Hires from 2017-18 to 2022-23⁵

School Year	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Total New Hires	7,649	8,061	8,091	7,031	8,547	10,136
First-Year Teachers	53.5%	50.0%	52.6%	53.8%	54.6%	52.3%
From Another District	40.3%	44.1%	42.1%	40.3%	39.8%	41.4%
From Out of State or Non Public School	6.3%	6.0%	5.6%	6.0%	6.0%	6.6%

⁵ The information in this chart comes from the October Cycle of the MOSIS/Core Data System.

Race/Ethnicity Trends from 2017-18 to 2022-23



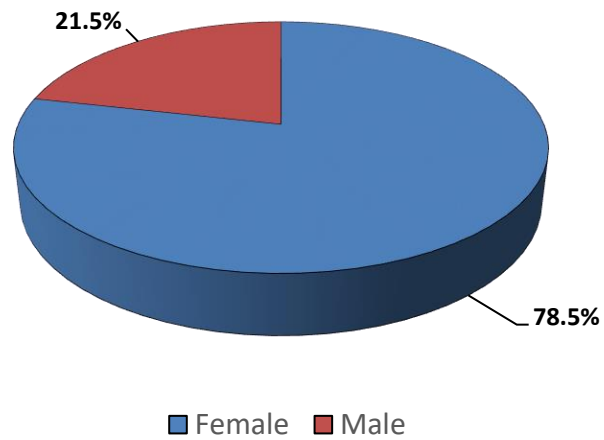
Gender and Race/Ethnicity Trends from 2017-18 to 2022-23⁶

School Year	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Total Teachers	70,618	70,816	71,170	70,832	71,713	72,082
GENDER						
Female	78.5%	78.6%	78.5%	78.5%	78.5%	78.5%
Male	21.5%	21.4%	21.5%	21.5%	21.5%	21.5%
RACE/ETHNICITY						
White	93.3%	93.2%	93.1%	93.0%	92.9%	92.0%
Black	5.0%	5.0%	5.0%	4.9%	5.0%	5.5%
Other ⁷	1.8%	1.8%	1.9%	2.0%	2.1%	2.4%

⁶ The information in this chart comes from the October Cycle of the MOSIS/Core Data System.

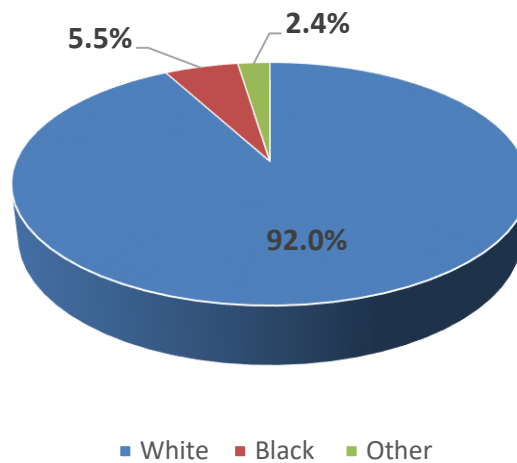
⁷ Refers to all non-white, non-black race/ethnicities.

Gender 2022-23

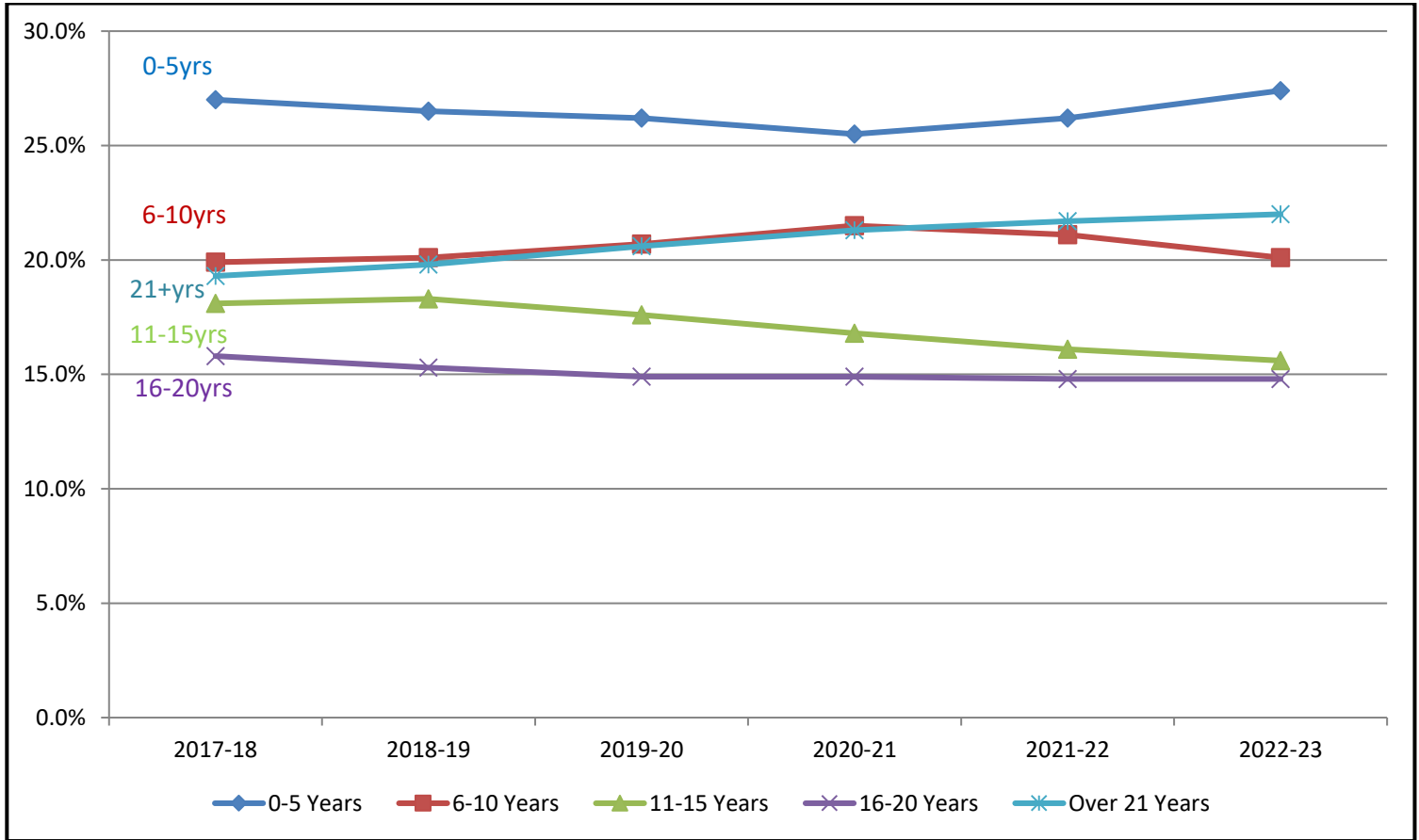


School Year	2022-23
Total Teachers	72,082
GENDER	
Female	78.5%
Male	21.5%
RACE/ETHNICITY	
White	92.0%
Black	5.5%
Other	2.4%

Race/Ethnicity 2022-23



Teacher's Years of Experience from 2017-18 to 2022-23



Years of Experience from 2017-18 to 2022-23⁸

YEARS OF EXPERIENCE	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
0-5	27.0%	26.5%	26.2%	25.5%	26.2%	27.4%
6-10	19.9%	20.1%	20.7%	21.5%	21.1%	20.1%
11-15	18.1%	18.3%	17.6%	16.8%	16.1%	15.6%
16-20	15.8%	15.3%	14.9%	14.9%	14.8%	14.8%
21+	19.3%	19.8%	20.6%	21.3%	21.7%	22.0%

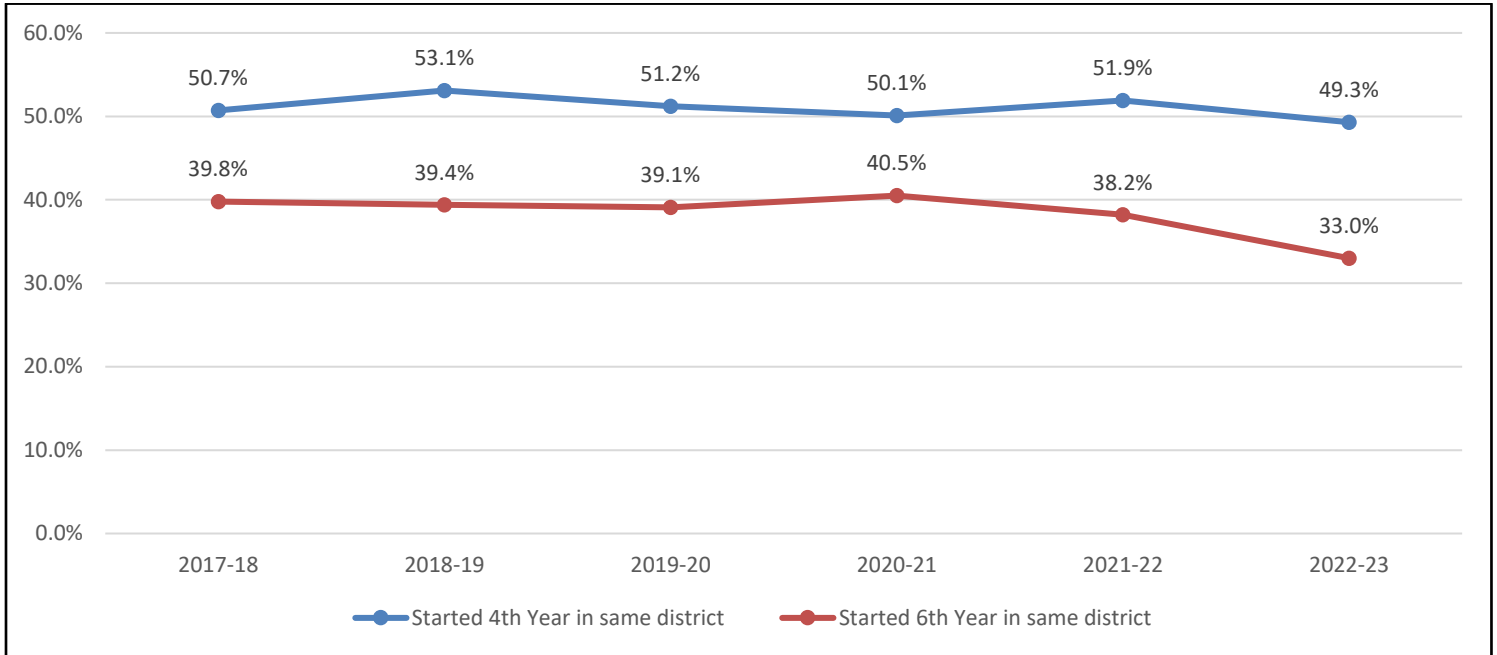
Average Age of Teachers from 2017-18 to 2022-23⁹

AGE GROUP	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
20-29	15.7%	15.4%	15.0%	14.9%	15.1%	15.3%
30-39	30.4%	30.2%	30.1%	29.6%	28.9%	27.7%
40-49	28.8%	29.2%	29.2%	29.6%	29.9%	30.5%
50-59	18.7%	18.9%	19.5%	20.0%	20.2%	20.3%
60 +	6.4%	6.3%	6.1%	5.9%	5.8%	6.2%

⁸ The information in this chart comes from the October Cycle of the MOSIS/Core Data System.

⁹ Information in this chart comes from Educator Certification.

First-Year Teacher Retention in Missouri's Public School Workforce from 2017-18 to 2022-23



Missouri's First-Year Teacher Retention from 2017-18 to 2022-23

School Year	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
After 3 Years ¹⁰	53.1%	51.2%	50.1%	51.9%	51.9%	49.3%
After 5 Years ¹¹	39.4%	39.1%	40.5%	38.2%	38.2%	33.0%

Missouri's Teacher Retention Rates from 2017-18 to 2022-23

Total Teachers	70,618	70,816	71,170	70,832	71,713	72,082
District New Hires	7,649	8,061	8,091	7,031	8,547	10,136

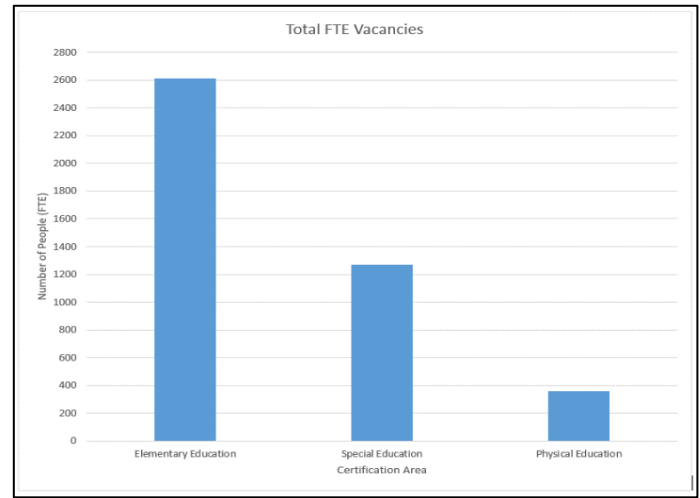
¹⁰ Refers to Missouri first-year teachers with four or more years of teaching experience in the same district and comes from the October Cycle of the MOSIS/Core Data System.

¹¹ Refers to Missouri first- year teachers with six or more years of teaching experience in the same district and comes from the October Cycle of the MOSIS/Core Data System.

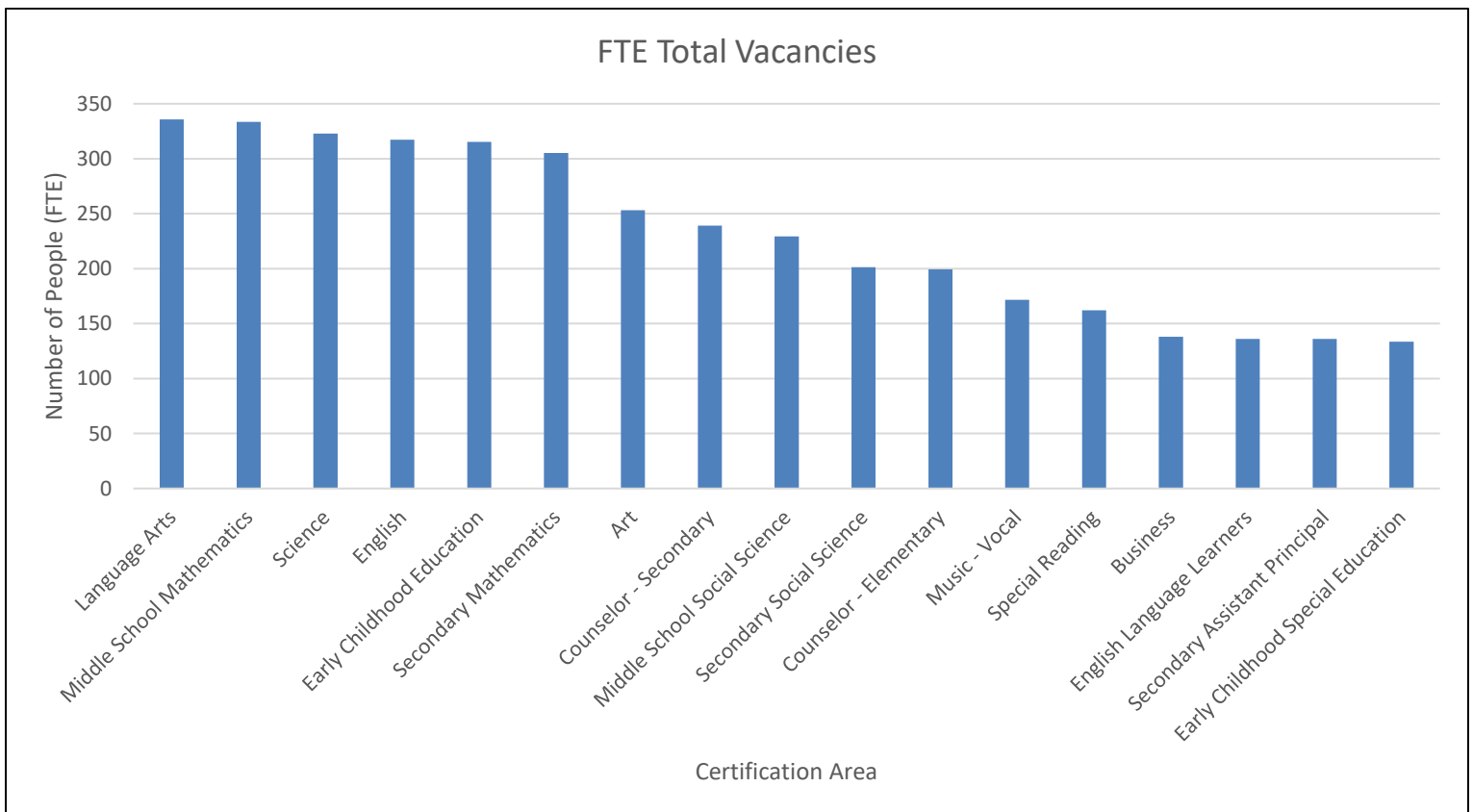
Educator Vacancy Data

This data is gathered through the Educator Vacancy page (Screen 21) of the October Cycle of the MOSIS/CoreData System for the 2022-23 school year. Districts who responded and completed this page employed over 58,000 (80%) teachers in the state and serve over 733,000 (82%) Missouri students.

This graph shows the number of vacancies statewide for the three certification areas with the highest numbers of full-time equivalent (FTE) vacancies in the state. There were 2,611.6 vacancies in Elementary Education, 1,268.0 vacancies in Special Education, and 358.4 vacancies in Physical Education.



The following graph shows the number of FTE vacancies statewide for the next 17 certification areas with the highest numbers of vacancies in the state in order from greatest to least. The scale on this graph goes from 0-350, compared to a scale of 0-2,800 on the graph for Elementary Education, Special Education, and Physical Education, demonstrating the difference in the scale of overall vacancies by content area.



Teacher Shortage Data

The U.S. Department of Education has approved the content areas listed in the 2022-23 Teacher Shortage Report as areas of critical shortage for the State of Missouri. Based on this designation, teachers that are teaching within shortage areas identified by this report are eligible for loan forgiveness. Federal loans that qualify under this designation include the Federal Family Education Loan (FFEL), Federal Perkins Loan, Teacher Education Assistance for College and Higher Education (TEACH) Grant Program, Stafford Loan, and Supplemental Loans for Students (SLS).

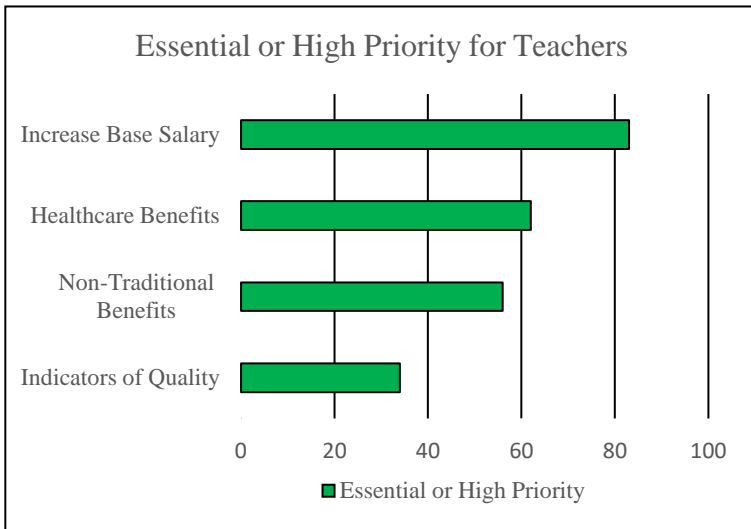
Method

The Missouri Department of Elementary and Secondary Education uses appropriate certification of teachers to identify the designated areas of critical shortage.

- Shortage areas were defined as those content areas within the state for which positions were filled with inappropriately certified teacher(s) or left vacant due to the absence of certified candidates.
- Inappropriately certified teachers and total FTE count for each content area were compiled.
- Inappropriately certified teachers by content area were determined by comparing the number of inappropriately certified FTE to the total FTE count for each content area.
- The percentage FTE shortage by content area was determined by calculating the percentage of inappropriately certified teachers per content area as compared to the total number of teachers in the state.
- A weighted value to represent the relative prominence of each content area was calculated as a percentage of the total FTE by content area as compared to the total number of teachers in the state.
- A weighted percentage of FTE shortage by content area was determined by multiplying the raw percentage FTE shortage by the weight of each content area.
- Consistent with the U.S. Department of Education Teacher Shortage Areas External User Guide, the sum of shortage areas was determined not to exceed 5 percent of the total number of FTE teaching positions within the state.

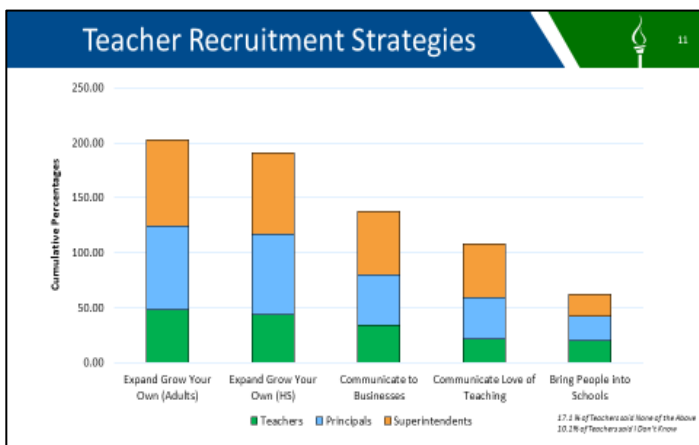
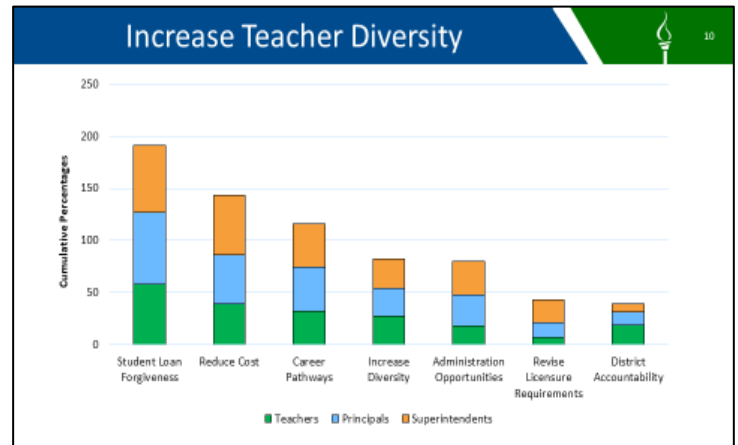
Subject Area	FTE Inappropriately Certified	Shortage Indicator by Total FTE
ELEMENTARY EDUCATION 1-6	771.03	1.07%
EARLY CHILDHOOD SPECIAL EDUCATION B-3	685.98	0.95%
EARLY CHILDHOOD EDUCATION B-3	643.76	0.89%
SEVERE DEVELOPMENT DISABLED B-12	612.86	0.85%
MILD/MODERATE CROSS CATEGORICAL K-12	611.42	0.85%
MATHEMATICS 5-9	286.23	0.40%
GENERAL SCIENCE 5-9	250.60	0.35%
PHYSICS 9-12	29.66	0.04%
MATHEMATICS 9-12	24.42	0.03%
BIOLOGY 9-12	23.28	0.03%
EARTH SCIENCE 9-12	15.13	0.02%
CHEMISTRY 9-12	14.47	0.02%
Above content areas represent 5.50% of total FTE		

Challenges with Teacher Recruitment and Retention



Teacher compensation has consistently been a significant teacher recruitment challenge. The Blue Ribbon Commission, established by the State Board of Education in fall 2022, gathered data to inform recruitment and retention recommendations. In a survey of over 15,000 Missouri teachers, the Blue Ribbon Commission asked what areas of compensation would be the most important. Responses to these surveys showed that teachers thought it was an essential or high priority to include base salary as a part of compensation followed by health benefits and less agreement that additional compensation be connected to quality indicators such as National Board Certification.

Additional Blue Ribbon Commission surveys asked teachers (shown along the bottom), principals (shown in the middle), and superintendents (shown along the top) what strategies they felt would work for increasing the diversity of the workforce. The size of the bar reflects the cumulative percentages of teachers, principals, and superintendents. All three groups of educators offered similar feedback. Collectively they felt student loan forgiveness, reducing the cost of preparation, creating additional career pathways, and increasing the diversity of the pipeline would be most effective. There was much less support for revising licensure or holding districts accountable for increasing the diversity of their staff.



All three groups of educators were also asked what teacher recruitment strategies would work best for increasing the teacher pipeline and creating additional new teachers. All three groups were similar in their thinking that Grow Your Own programs for either adults like paraprofessionals or substitute teachers and Grow Your Own programs for high school students would be the most effective. They also felt that more communication about the teaching profession to businesses would be somewhat effective as well. Least effective would be bringing people into schools more often.

Financial Aid for Students Preparing To Be Teachers

The U.S. Department of Education has approved the content areas listed in the 2022-23 Teacher Shortage Report as areas of critical shortage for the State of Missouri. Based on this designation, teachers that are teaching within shortage areas identified by this report are eligible for loan forgiveness. Federal loans that qualify under this designation include the Federal Family Education Loan (FFEL), Federal Perkins Loan, TEACH Grant Program, Stafford Loan, and Supplemental Loans for Students (SLS). For more information, please visit:

[U.S. Department of Education – Teacher Shortage](#)

For questions regarding various grants and scholarships that are available to candidates who are working to become a teacher, you can visit

[Grants and Scholarships](#)

TEACH Missouri is a statewide initiative committed to improving the perception of the teaching profession and developing a statewide teacher recruitment and retention system to attract the next generation of Missouri teachers and retain the current teaching workforce. The Missouri Department of Elementary and Secondary Education is leading this initiative in collaboration with education institutions, government agencies, associations, community organizations, and nonprofit stakeholders.

All Missouri EPPs, community colleges, local education agencies, and mission-aligned organizations have been invited to join this collaborative effort to recruit the next generation of teachers and retain the current teacher workforce. Together, this coalition will recruit the next generation of teachers, especially in subject shortage areas, and help to ensure that the teacher workforce matches the racial, ethnic, and linguistic diversity of Missouri students. TEACH Missouri includes the following, all aimed at identifying, cultivating, and supporting new teachers:

- **Grow Your Own Grants** – state funds are available for 125 school districts and charter schools to develop, implement and refine their grow your own programs, resulting in increased enrollment in educator preparation programs. More information is available [here](#).
- **Teacher Recruitment Grants:** state funds are also available for 15 educator preparation programs and for five community colleges to help support teacher candidates in their preparation to be an educator. More information is available [here](#).
- **Missouri Teacher Recruitment Scholarships:** state funds are available for in the form of scholarships for teacher candidates to explore teaching in high-need districts in the 2023-24 school year. More information is available [here](#).
- **The TEACH Missouri webpage** (teach.mo.gov) which includes:
 - **How can I become a teacher?** which provides information on different routes for becoming a teacher.
 - **What teaching programs are available to me?** which explores the different areas of certification and the programs that offer them.
 - **What is required to be a certified teacher?** which summarizes the requirements for gaining state certification.
 - **How can I get help paying for a teaching program?** Which describes the options available for getting financial assistance
 - **Frequently asked questions** which provides answers to the most frequently asked questions.
 - **What other professions are available in education** which explores other professions available in education.